



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 7

Test Date: March 2009
Code: 10511225
SAU: Durham School Department
School: Durham Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: March 2009

Grade: 7

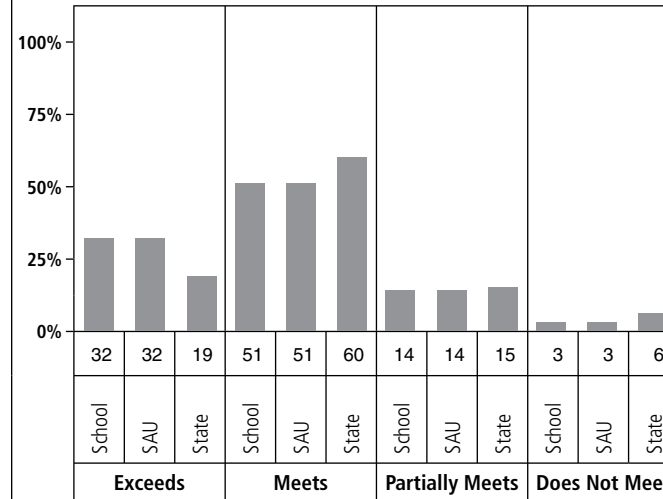
SAU: Durham School Department

School: Durham Elementary School

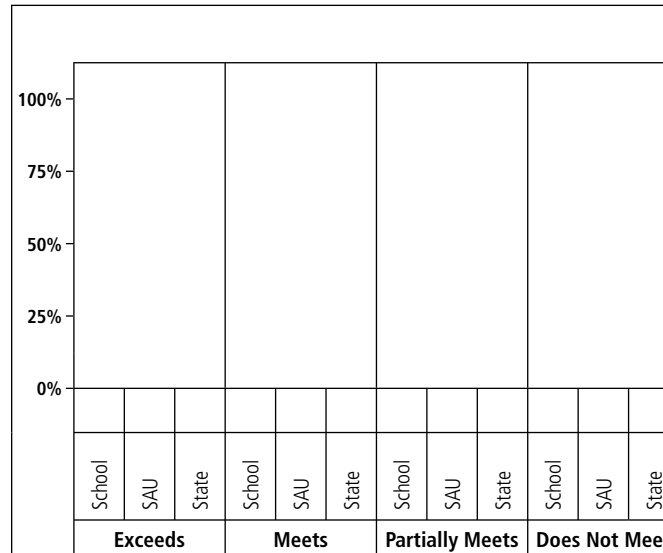
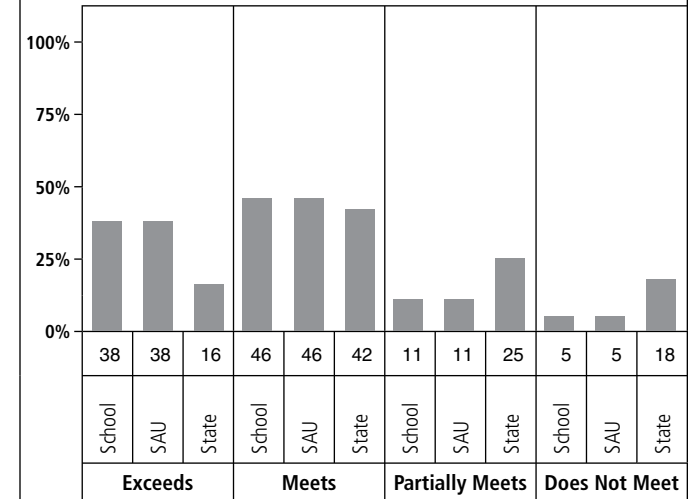
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	748	748	748
2007–2008	751	750	750
2008–2009	755	755	751
Cum. Avg.*	751	751	750
Mathematics			
2006–2007	749	749	742
2007–2008	747	746	743
2008–2009	757	757	745
Cum. Avg.*	751	751	743

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 7
SAU: Durham School Department
School: Durham Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	38	100	38	100	14446	100	38	100	38	100	14316	99	38	100	38	100	14322	99						
Ethnicity African American/Black	1	3	1	3	432	3	1	100	1	100	416	97	1	100	1	100	421	98						
American Indian or Native Alaskan	0	0	0	0	124	1	0	0	0	0	121	98	0	0	0	0	122	99						
Asian or Pacific Islander	0	0	0	0	260	2	0	0	0	0	255	98	0	0	0	0	259	100						
Hispanic	0	0	0	0	147	1	0	0	0	0	144	99	0	0	0	0	144	99						
Caucasian/White	37	97	37	97	13483	93	37	100	37	100	13380	99	37	100	37	100	13376	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	6	16	6	16	2428	17	6	100	6	100	2391	99	6	100	6	100	2391	99						
Current LEP	0	0	0	0	334	2	0	0	0	0	318	95	0	0	0	0	328	98						
Economically disadvantaged	10	26	10	26	5498	38	10	100	10	100	5431	99	10	100	10	100	5436	99						
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	33	87	33	87	11742	81	33	87	33	87	11754	81						
Identified disability (PET/IEP)	1	3	1	3	367	3	1	3	1	3	365	3						
LEP	0	0	0	0	168	1	0	0	0	0	169	1						
504 plan	1	3	1	3	183	2	1	3	1	3	187	2						
Participation with accommodations	4	11	4	11	2367	16	4	11	4	11	2366	16						
Identified disability (PET/IEP)	4	100	4	100	1819	77	4	100	4	100	1824	77						
LEP	0	0	0	0	143	6	0	0	0	0	154	7						
504 plan	0	0	0	0	84	4	0	0	0	0	80	3						
Other	0	0	0	0	358	15	0	0	0	0	346	15						
Participation through alternate assessment (PAAP)	1	3	1	3	205	1	1	3	1	3	202	1						
Identified disability (PET/IEP)	1	100	1	100	205	100	1	100	1	100	202	100						
LEP	0	0	0	0	5	2	0	0	0	0	5	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	0	0	0	0	33	0	0	0	0	0	32	0						
Non-participation – other	0	0	0	0	97	1	0	0	0	0	92	1						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 7
SAU: Durham School Department
School: Durham Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 762–780)	2006-2007	4	10	4	10	2630	18
	2007-2008	6	18	6	17	2604	18
	2008-2009	12	32	12	32	2618	19
	Cum. Total*	22	20	22	20	7852	18
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 742–760)	2006-2007	27	68	27	68	7605	51
	2007-2008	20	59	20	57	8049	55
	2008-2009	19	51	19	51	8484	60
	Cum. Total*	66	59	66	59	24138	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 730–740)	2006-2007	6	15	6	15	3000	20
	2007-2008	6	18	6	17	2672	18
	2008-2009	5	14	5	14	2108	15
	Cum. Total*	17	15	17	15	7780	18
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 700–728)	2006-2007	3	8	3	8	1620	11
	2007-2008	2	6	3	9	1190	8
	2008-2009	1	3	1	3	899	6
	Cum. Total*	6	5	7	6	3709	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	37.1	66.3	37.1	66.3	34.4	61.4
A1/A2 Interconnected Elements/Literary Text	20	36	12.6	63.0	12.6	63.0	11.8	59.0
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	24.5	68.1	24.5	68.1	22.6	62.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009

Grade: 7

SAU: Durham School Department

School: Durham Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	37	12	32	19	51	5	14	1	3	755	37	32	51	14	3	755	14109	19	60	15	6	751
Ethnicity																						
African American/Black	1										1						409	11	49	22	18	744
American Indian or Native Alaskan	0										0						117	12	53	19	16	746
Asian or Pacific Islander	0										0						253	24	59	11	6	753
Hispanic	0										0						142	14	56	17	13	747
Caucasian/White	36	12	33	18	50	5	14	1	3	756	36	33	50	14	3	756	13188	19	61	15	6	751
Not Reported	0										0						0					
Identified disability																						
Yes	5	0	0	3	60	2	40	0	0	746	5	0	60	40	0	746	2186	2	36	35	27	737
No	32	12	38	16	50	3	9	1	3	757	32	38	50	9	3	757	11923	22	65	11	3	754
Current LEP																						
Yes	0										0						311	4	41	29	26	739
No	37	12	32	19	51	5	14	1	3	755	37	32	51	14	3	755	13798	19	61	15	6	751
Economically disadvantaged																						
Yes	10	0	0	5	50	4	40	1	10	742	10	0	50	40	10	742	5300	8	58	22	11	746
No	27	12	44	14	52	1	4	0	0	760	27	44	52	4	0	760	8809	25	61	10	4	754
Migrant																						
Yes	0										0						8	13	50	38	0	747
No	37	12	32	19	51	5	14	1	3	755	37	32	51	14	3	755	14101	19	60	15	6	751
Gender																						
Female	20	8	40	10	50	1	5	1	5	760	20	40	50	5	5	760	6993	24	61	11	4	754
Male	17	4	24	9	53	4	24	0	0	750	17	24	53	24	0	750	7116	14	60	18	8	749
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1025	10	53	27	11	745
No	37	12	32	19	51	5	14	1	3	755	37	32	51	14	3	755	13084	19	61	14	6	752
Gifted/talented program																						
Yes	0										0						676	66	33	1	0	766
No	37	12	32	19	51	5	14	1	3	755	37	32	51	14	3	755	13433	16	61	16	7	750

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 7

SAU: Durham School Department

School: Durham Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	3 57 38 3	0 5 7 0	0 24 50 0	1 10 7 1	100 48 50 100	0 5 0 0	0 24 0 0	0 1 0 0	0 5 0 0	752 752 762 750	3 57 38 3	0 24 50 0	100 48 50 100	0 24 0 0	0 5 0 0	752 752 762 750	7 52 37 4	8 17 23 19	48 62 61 53	25 15 12 18	19 6 4 10	743 751 753 750
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	30 41 24 5	5 5 2 0	45 33 22 0	6 9 3 1	55 60 33 50	0 0 4 1	0 0 44 50	0 1 0 0	0 7 0 0	761 759 746 739	30 41 24 5	45 33 22 0	55 60 33 50	0 0 44 50	0 7 0 0	761 759 746 739	30 49 19 3	33 16 5 3	56 64 59 45	7 14 26 32	4 5 10 21	756 751 745 740
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	41 41 16 3	5 4 3 0	33 27 50 0	10 8 0 1	67 53 0 100	0 3 0 0	0 20 33 0	0 0 1 0	0 0 17 0	758 753 754 760	41 41 16 3	33 27 50 0	67 53 0 100	0 20 33 0	0 0 17 0	758 753 754 760	33 52 11 3	24 18 11 6	62 62 54 38	10 15 23 29	3 5 13 27	754 751 746 739
How difficult was the reading part of this test? A. more difficult than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	27 51 22	4 7 1	40 37 13	3 10 6	30 53 75	3 2 0	30 11 0	0 0 1	0 0 13	754 758 752	27 51 22	40 37 13	30 53 75	30 11 0	0 0 13	754 758 752	17 65 17	16 19 22	55 62 60	18 14 13	12 5 5	748 752 752
How difficult were the reading passages on this test? A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	5 38 57	0 4 8	0 29 38	0 8 11	0 57 52	2 2 1	100 14 5	0 0 1	0 0 5	736 753 759	5 38 57	0 29 38	0 57 52	100 14 5	0 0 5	736 753 759	9 54 38	4 14 28	44 63 60	27 17 9	24 5 3	740 750 756
How hard did you try on the reading part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	51 43 5	6 6 0	32 38 0	10 8 1	53 50 50	2 2 1	11 13 50	1 0 0	5 0 0	755 758 741	51 43 5	32 38 0	53 50 50	11 13 50	5 0 0	755 758 741	44 51 5	19 19 9	60 62 51	15 13 26	6 5 15	751 752 744
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	24 51 5 19	5 7 0 0	56 37 0 0	4 10 1 4	44 53 50 57	0 2 1 2	0 11 50 29	0 0 0 1	0 0 0 14	766 757 742 740	24 51 5 19	56 37 0 0	44 53 50 57	0 11 50 29	0 0 0 14	766 757 742 740	21 45 13 21	27 22 13 7	57 62 61 59	11 12 17 24	5 4 8 11	755 753 749 746
Optional school/SAU question A. B. C. D.	0 100 0 0	0 0 0 0	0 0 0 0	1 1 0 0	100 100 0 0	0 0 0 0	0 0 0 0	0 0 0 0	0 0 0 0	756 756 756 756	0 100 0 0	0 0 0 0	100 100 0 0	0 0 0 0	0 0 0 0	756 756 756 756						

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 7
SAU: Durham School Department
School: Durham Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 762–780)	2006-2007	6	15	6	15	2142	14
	2007-2008	5	15	5	14	2028	14
	2008-2009	14	38	14	38	2220	16
	Cum. Total*	25	23	25	22	6390	15
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 742–760)	2006-2007	26	65	26	65	5642	38
	2007-2008	15	44	15	43	5703	39
	2008-2009	17	46	17	46	5879	42
	Cum. Total*	58	52	58	52	17224	40
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 728–740)	2006-2007	4	10	4	10	4077	27
	2007-2008	12	35	12	34	3733	26
	2008-2009	4	11	4	11	3537	25
	Cum. Total*	20	18	20	18	11347	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 700–726)	2006-2007	4	10	4	10	3001	20
	2007-2008	2	6	3	9	3054	21
	2008-2009	2	5	2	5	2484	18
	Cum. Total*	8	7	9	8	8539	20

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	37.8	67.5	37.8	67.5	29.9	53.4
A. Number	14	25	9.4	67.1	9.4	67.1	7.7	55.0
B. Data	16	29	10.6	66.3	10.6	66.3	8.1	50.6
C. Geometry	12	21	7.9	65.8	7.9	65.8	6.9	57.5
D. Algebra	14	25	9.9	70.7	9.9	70.7	7.3	52.1

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 7
 SAU: Durham School Department
 School: Durham Elementary School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	37	14	38	17	46	4	11	2	5	757	37	38	46	11	5	757	14120	16	42	25	18	745
Ethnicity																						
African American/Black	1										1						416	5	26	28	41	733
American Indian or Native Alaskan	0										0						119	8	30	31	30	737
Asian or Pacific Islander	0										0						258	25	43	19	13	750
Hispanic	0										0						142	8	39	23	30	739
Caucasian/White	36	14	39	16	44	4	11	2	6	757	36	39	44	11	6	757	13185	16	42	25	17	745
Not Reported	0										0						0					
Identified disability																						
Yes	5	1	20	2	40	2	40	0	0	747	5	20	40	40	0	747	2189	2	17	27	53	728
No	32	13	41	15	47	2	6	2	6	758	32	41	47	6	6	758	11931	18	46	25	11	748
Current LEP																						
Yes	0										0						323	4	20	28	48	729
No	37	14	38	17	46	4	11	2	5	757	37	38	46	11	5	757	13797	16	42	25	17	745
Economically disadvantaged																						
Yes	10	1	10	6	60	1	10	2	20	745	10	10	60	10	20	745	5308	7	35	30	28	738
No	27	13	48	11	41	3	11	0	0	761	27	48	41	11	0	761	8812	21	46	22	11	749
Migrant																						
Yes	0										0						8	0	50	38	13	742
No	37	14	38	17	46	4	11	2	5	757	37	38	46	11	5	757	14112	16	42	25	18	745
Gender																						
Female	20	10	50	7	35	1	5	2	10	758	20	50	35	5	10	758	6992	16	43	25	16	745
Male	17	4	24	10	59	3	18	0	0	755	17	24	59	18	0	755	7128	15	41	25	19	744
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1024	7	26	36	31	736
No	37	14	38	17	46	4	11	2	5	757	37	38	46	11	5	757	13096	16	43	24	17	745
Gifted/talented program																						
Yes	0										0						676	68	29	2	0	767
No	37	14	38	17	46	4	11	2	5	757	37	38	46	11	5	757	13444	13	42	26	18	744

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 7

SAU: Durham School Department

School: Durham Elementary School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E		M		P		D		Mean Scaled Score		
		%	N	%	N	%	N	%	N			%	%	%	%	%	%	%	%		%	
How much homework do you do on school nights?																						
A. none	3	0	0	0	0	1	100	0	0	740	3	0	0	100	0	740	7	6	30	28	36	735
B. less than one hour	57	7	33	10	48	2	10	2	10	755	57	33	48	10	10	755	52	16	42	25	17	745
C. one to two hours	38	7	50	6	43	1	7	0	0	761	38	50	43	7	0	761	37	18	44	24	14	747
D. more than two hours	3	0	0	1	100	0	0	0	0	748	3	0	100	0	0	748	4	15	38	24	22	743
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	19	3	43	4	57	0	0	0	0	761	19	43	57	0	0	761	26	35	43	12	9	754
B. good	57	9	43	9	43	2	10	1	5	758	57	43	43	10	5	758	46	13	48	25	15	745
C. fair	16	1	17	3	50	1	17	1	17	748	16	17	50	17	17	748	23	3	32	37	27	737
D. poor	8	1	33	1	33	1	33	0	0	754	8	33	33	33	0	754	5	1	22	37	40	731
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	46	5	29	9	53	2	12	1	6	754	46	29	53	12	6	754	26	23	43	20	13	749
B. They match some of what I have learned.	49	8	44	8	44	1	6	1	6	760	49	44	44	6	6	760	53	15	45	26	15	746
C. They match just a little of what I have learned.	5	1	50	0	0	1	50	0	0	752	5	50	0	50	0	752	17	9	35	32	24	740
D. There is no match.	0										0						4	7	21	22	51	730
How difficult was the mathematics part of this test?																						
A. more difficult than my regular schoolwork	22	5	63	2	25	1	13	0	0	762	22	63	25	13	0	762	37	8	40	29	23	740
B. about the same as my regular schoolwork	62	7	30	11	48	3	13	2	9	754	62	30	48	13	9	754	51	16	44	25	15	746
C. easier than my regular schoolwork	16	2	33	4	67	0	0	0	0	759	16	33	67	0	0	759	12	41	35	13	11	755
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	54	8	40	11	55	0	0	1	5	758	54	40	55	0	5	758	48	14	42	27	17	744
B. I tried about the same as I do on my regular schoolwork.	43	6	38	6	38	4	25	0	0	758	43	38	38	25	0	758	47	18	43	23	16	746
C. I did not try as hard on this test as I do on my regular schoolwork.	3	0	0	0	0	0	0	1	100	720	3	0	0	0	100	720	5	14	27	25	34	738
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	3	1	100	0	0	0	0	0	0	766	3	100	0	0	0	766	8	8	30	29	33	737
B. 30–45 minutes	14	1	20	2	40	1	20	1	20	747	14	20	40	20	20	747	38	13	40	27	20	743
C. 45–60 minutes	76	11	39	14	50	2	7	1	4	758	76	39	50	7	4	758	42	20	45	23	12	748
D. more than 60 minutes	8	1	33	1	33	1	33	0	0	755	8	33	33	33	0	755	12	16	42	25	17	745
How often do you use calculators in mathematics class?																						
A. almost every day	3	1	100	0	0	0	0	0	0	780	3	100	0	0	0	780	15	19	38	25	19	745
B. two or three days a week	38	6	43	4	29	2	14	2	14	756	38	43	29	14	14	756	31	18	42	24	16	746
C. two or three times a month	46	5	29	11	65	1	6	0	0	756	46	29	65	6	0	756	26	17	43	24	17	746
D. never or almost never	14	2	40	2	40	1	20	0	0	756	14	40	40	20	0	756	28	11	42	27	19	743
How often do you use laptops in mathematics class?																						
A. almost every day	3	1	100	0	0	0	0	0	0	772	3	100	0	0	0	772	10	12	39	24	24	741
B. two or three days a week	49	7	39	8	44	2	11	1	6	758	49	39	44	11	6	758	22	13	43	26	18	744
C. two or three times each month	46	6	35	8	47	2	12	1	6	755	46	35	47	12	6	755	33	18	44	25	13	747
D. never or almost never	3	0	0	1	100	0	0	0	0	744	3	0	100	0	0	744	35	16	40	25	19	744
Optional school/SAU question																						
A.	0										0											
B.	100	0	0	0	0	1	100	0	0	740	100	0	0	100	0	740						
C.	0										0											
D.	0										0											

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number